



FAMILY RESPITE SERVICES
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RESOURCE ACTIVITY PACKAGE

This is a guide keeping families goals in mind.

Getting Started as a Respite Provider/In-home worker:

As a respite provider/in-home worker your role is to provide a short break for parents caring for children with disabilities, build a relationship with the child and create ways to be a connection with the child/youth and others in the community. We encourage providers to get to know the child first, before engaging in the activities listed in the guide.

Parents know their child the best so take their advice on different activities you should plan, places you should go and ideas for your one on one time with the child. This will build a positive rapport with you and the child. It's important to engage in activities that will encourage success and be a positive experience for the child/youth.

For the first few visits we suggest you get to know the child and family, spending time in their home and going over various activities you have brainstormed before bringing the child in the community.

We encourage each provider to keep a log of the activities to show the parents, look back on things you have already done with the child and what activities seemed to work well with the child.

Guide:

- A Guide to Getting Started
- An Article on Promoting Inclusion
- List Community Activities
- Other Activities
- Crafts
- Web Sites for educational ideas, games and recipes
- Examples of Work Sheets
- Daily Life Skills
- Social Skill Development
- Using your Senses
- Motor Development

A Guide to Planning Activities with the Individual that you Support

1. Ask the child what kinds of things they enjoy doing.
2. Ask the child's parents what kinds of things their child enjoys and what kinds of activities they would like their child to be doing in the community and at home.
3. Think about what other children the same age would be doing in the community.
4. What would it take to adapt that activity or to support the child to participate in the same kind of activity? Always think about what it would take to make the activity successful and fun for the individual.
5. Are there activities that are already offered that you might support the child to attend such as activities through Parks and Recreation. Talk to the parent about whether this might be appropriate and in their budget.
6. Think about what kinds of things you like to do and if there are some things that you really enjoy doing that would be appropriate and fun to include the child in doing. Discuss this with the parent.
7. Keep your eye open for activities in the newspaper, on the cable station of the TV, on the bulletin boards of schools, universities etc.
8. Make up a kit for yourself with some things to do for those days when you need something to fall back on. This might include books, crafts, a story CD for the car or home etc.
9. Plan ahead before you go to the child's home. Parents tell us that the most successful workers were the ones that came with a plan.
10. You cannot create **RELATIONSHIP**... ..but you can recognize, encourage, and design opportunities in which the miracle of friendship is more likely to occur. Encourage this through creating ways for the child you support to be regularly present at places where people will get to know them, develop a relationship and relate to them as a person; create valued ways for them to participate- volunteer, club participant, etc. and emphasize activities that will lead to developing roles and activities that encourage relationships with others. Joining a club or helping at a community garden for example is more likely to lead to relationships vs. going to the mall and just interacting with you as a respite provider. Your role as creating and nurturing opportunities is critically important to the person you support.

COMMUNITY ACTIVITIES - after any activity have the person draw a picture about the day, and ask questions about the day to promote language. Keep an inexpensive camera and have the child take pictures to show the things they have done.

-Look in your local newspaper in the upcoming events section!

-Libraries-Books, Videos, DVD's, and Cd's and it's FREE, if you're not late!
Books to take out and if you go on the library website you can click on Tumble Books to listen to books by audio. Have the child interact with the librarians and use the card on their own if applicable. There are also many story groups during the school year and summer reading clubs every week. You will need to call your local library to register. Visit County website- www.essexcountylibrary.ca click on Branch Information, scroll down to your local library and for all Windsor libraries visit www.windsorpubliclibrary.com and click on hours to find out phone number, address, and programs going on.

-Devonshire Mall- Many activities, shows and presentations are going on all the time, and in the winter a warm and free place to walk (exercise). Fun Fridays in front of the Bay from 5-8:00 p.m. FREE
Call 966-3100 or visit the website @ www.devonshiremall.com

-Walks- Walk to the park, Ganatchio Trail, Riverfront, Marina's and Gardens, this can be a learning experience as well. "Look at the green trees and count them as you are walking, how many flowers are in the garden? What do you see?"

-Colasanti's- Visit the zoo and watch an animal show, play mini golf, look at the plants, have a treat and/or lunch, and go on the rides, call 519-322-3287 or visit www.colasanti.com for address and other activities going on throughout the year.

-Recreation Complex/Center (YMCA) - Pick up a program guide for different activities going on at your local complex. Ex. Swimming, Skating (Tim Horton's sponsors free swims and skates) Talk to the parents about registering the child into different programs. There are fantastic recreation centres in Windsor, Essex, Leamington and LaSalle. www.windsor.essex.ymca.ca

-Ontario Early Year Centers (OEYC) - Free to play, read and sing for ages 0-6 (maximum 3 visits per week) Page 2 of this package has all of the OEYC contact information. www.children.gov.on.ca

-Apple Picking- Thiessen Orchards 519-326-5282 400 Talbot St. E Leamington
Open middle of Sept. and closes the middle of Oct. www.thiessenorchards.com

Other Activities

- Supervised Public Swimming Pools
- Movie Theatre
- Festivals/Parades
- Pet Stores
- Ice cream stores
- Yard Sales/ Dollar Stores
- Charles Clark Center- City Hall Square (skating) (farmer's market)
- Bowling
- Mini Golf
- Tobogganing
- Rollerblading
- Bike Rides
- Grocery Shopping
- Cooking/Baking
- Dancing (Movement/Rhythm)
- Dress Up- enhances imagination
- Play Store- practice money
- Music (Singing/Instrument)
- Computer Games (Educational)
- Sport Activity (watch games at schools or parks/engage in sport activity, join a league)
- Accessible Play Grounds- Tecumseh (Lacasse Park on Lacasse Boulevard), Boundless Playground (Riverside/Karen St.), Northwood School, Dieppe Park (Ouellette) and Gilmour Park (Front Rd.) Lakeside Park (Kingsville), Toddy Park, Amherstburg (includes a splash pad). There are always more of these being created, so look around when you are out in the community.
- Indoor Play spaces- Kid Fit, Monkeytown, Yoyo's all in Windsor, High Jinks, Sprinz Trampoline Park
- Crafts at Crockadoodle
- Scrapbooking
- Badminton
- Run through the Sprinkler
- Throw a Frisbee
- Take a basketball, soccer ball or baseball to the park
- Football golf at Little River Golf



ONTARIO EARLY YEARS CENTRES WINDSOR ESSEX

For children from birth to 6 years
with their parents and caregivers

Free-of-charge

Early Childhood Educator

Literacy-based program

Stay, play, read and sing alongside your children
Talk with other parents and caregivers and early childhood
professionals.

Arrive when you and your child are ready
A healthy snack is provided

Public Health Nurse

Librarian

Preschool Speech and Language specialist
and other community partners

Parenting information and resources

Pre and postnatal resources

Links to early years and other services available in the
community

For all families

regardless of income, culture or special needs
Help give children a healthy start in life



Ontario Early Years Centres

Where children and families move forward together

- * Parents and caregivers stay, play, read and sing alongside their children
- * Program is free, and snack is provided
- * Arrive when you are ready
- * Opportunities to interact with other parents, caregivers, Early Childhood Professionals, and many community partners



Windsor

Brock Ontario Early Years Centre
Located in General Brock School
3312 Sandwich Street, Room 006, Ground Floor
Windsor Phone: 519-256-2490

Great Beginnings Ontario Early Years Centre
820 California Avenue
Windsor Phone: 519-253-5235

Ouellette Ontario Early Years Centre
Located in Windsor Public Library, Central Library
850 Ouellette Avenue, Lower Level
Windsor Phone: 519-971-9332

Talbot Trail Ontario Early Years Centre
Located in Talbot Trail Public School
4000 Ducharme Street
Windsor Phone: 519-250-6115

**St. Mary's Family Learning Centre
Ontario Early Years Centre**
795 Giles Boulevard East
Windsor Phone: 519-252-9696

Bloomfield Ontario Early Years Centre
3440 Bloomfield Road
Windsor Phone: 519-256-1660

Benson Ontario Early Years Centre
Located in Benson Public School
1556 Wyandotte Street West
Windsor Phone: 519-560-3673

**Ska:Na Family Learning Centre
Aboriginal Ontario Early Years Centre**
1684 Ellrose
Windsor Phone: 519-948-8115

St. Alexander Ontario Early Years Centre
Located in St. Alexander Catholic School
3505 Adstoll Ave.
Windsor

Franco-Sol Ontario Early Years Centre
Located in St. Edmond Catholic School
1880 Totten Street
Windsor Phone: 519-948-4339

Grandview Ontario Early Years Centre
3021 Grandview, Unit 3
Windsor Phone: 519-944-9091



Lassaline Ontario Early Years Centre
Located in Lassaline Catholic School
3145 Wildwood Drive
Windsor Phone: 519-739-3751

Drouillard Place Ontario Early Years Centre
1102 Drouillard Road
Windsor Phone: 519-253-1073

**Essex County
St. Bernard Ontario Early Years Centre**
Located in St. Bernard Catholic School
320 Richmond St.
Amherstburg

Holy Name Ontario Early Years Centre
Located in Holy Name Catholic School
200 Fairview Avenue West
Essex Phone: 519-776-5197

Lakeshore Ontario Early Years Centre
Located in Lakeshore Discovery School
376 L.C. Roy Drive
Emeryville Phone: 519-727-4709

Harrow Ontario Early Years Centre
Located in Harrow Senior Public School
400 Centre Street
Harrow Phone: 519-738-0372

Franco-Sol Ontario Early Years Centre
Located in St. Ambrose Catholic School
2716 County Road 42
St. Joachim Phone: 519-948-4339

Sacred Heart Ontario Early Years Centre
Located in Sacred Heart Catholic School
200 Kenwood Blvd.
LaSalle

**Kingsville Early Years Steps to Learning
Ontario Early Years Centre**
23 Mill Street West
Kingsville Phone: 519-733-8983 x21

Mill Street Ontario Early Years Centre
Located in Mill Street Public School
134 Mill Street East
Leamington Phone 519-325-0426

St. Pius Ontario Early Years Centre
Located in St. Pius Catholic School
644 LaCasse Blvd.
Tecumseh

For more information call 211 or visit <http://www.citywindsor.ca/003006.asp>

There are also Parenting and Family Learning Centres in five public elementary schools in Windsor and Leamington and at George P Vanier (francophone) School in Windsor.

<https://www.edu.gov.on.ca/eng/parents/windsorfindACentre.html#>

Crafts from Recyclable Items found in your home:

- | | |
|-----------------|--|
| Milk carton | Nature Birdhouse-cut the sides and add a string to hang from a tree, paint the milk carton |
| | Cut flowers, twigs and bushes and make your own forest on a paper plate. |
| | Dry and press flowers, make potpourri |
| | Cut twigs and make things, glue with a hot glue gun |
| | Plant flowers |
| Popsicle Sticks | Signs |
| | Puppets |
| Boxes | Paint a picture inside the box |
| | Make a piggy bank |
| | Make Trains |
| Paper Plates | Make a snow theme with cotton balls, snowman |
| Paper Bags | Make animals, Piñatas |
| Hangers | Mobiles |
- Paper towel and toilet paper rolls
- Use magazines, newspapers, water/pop bottles and big appliance boxes.
- Put together a photo album
- Make a homemade crossword puzzle
- Make a story

-“BAD HAIR DAY” PAPER BAG

Need:

Paint/Paint Brush, overcooked pasta (do not rinse the pasta), Paper bag, Yarn, Buttons

Ex. Use spiral, spaghetti noodles for the hair and rest of supplies for the face and body.

-FINGER PAINT RECIPE

2 tbsp. cornstarch

2 tbsp. cold water

1 cup boiling water (adults only)

Mix cold water with corn starch until smooth and add boiling water, stir then let it cool.

You can add food colouring

Put individual colours into old yoghurt containers.

-PLAY DOUGH RECIPE

2 cups of flour

4 tbsps. of cream of tartar

1 cup boiling water

4 tbsps. of oil

Mix together dry ingredients and then add boiling water and oil.

Add food colouring if desired.

Cook over low heat until balls form.

Knead for 5 minutes.

** Check ingredients with parents in regards to the gluten diet**

Websites

-Community Events – www.canadasouthfestivals.com

-Essex Region Conservation- www.erca.org

-Activities- www.parkscanada.ca eg) Point Pelee

-CHYR- www.chyr.com

-A Channel- Events www.atv.ca/windsor

-AM 800 CKLW www.am800cklw.com

-Blackburn Radio

Teaching Tools-

[-www.google.com](http://www.google.com)

Type- colouring pages

Choose- Free Colouring Pages

Kids Colour Pages

Sesame Workshop (letters, numbers, shapes, health, safety, and holidays)

[-www.google.com](http://www.google.com)

Type- learning pages

Choose- Lesson Plans and Worksheets from learning page.com

Samples

[-www.google.com](http://www.google.com)

Educational Tools

Superkids Educational Tools

Math Worksheets or Telling Time Worksheets

[-www.familyeducation.com](http://www.familyeducation.com)

Games-

[-www.gameskidsplay.net](http://www.gameskidsplay.net)

-Computer Games

-Music Sing-a-longs

Recipe Web sites-

[-www.kidshealth.org/kid/recipes/index.html](http://www.kidshealth.org/kid/recipes/index.html)

[-www.familyfun.go.com/recipes/kids](http://www.familyfun.go.com/recipes/kids)

Drop into a Parenting and Family Literacy Centre in Windsor and pick up a copy of their book called "Cook with Me".

Daily Life Skills

To help someone learn daily living skills start with a Task Analysis. A task analysis is all of the steps that are needed when someone is learning a task. Each step must be completed/learned before moving on to the next step. If a step is not working modify and change the step according to each individual.

Ex. Brushing Teeth

1. Buy/Find your toothpaste
2. Buy/Find your toothbrush
3. Ensure that the person knows what colour his/her toothbrush is
4. Put the water to the desired temperature
5. Put the toothbrush under the water
6. Take the lid off of the toothpaste
7. Squeeze the toothpaste on the toothbrush
8. Put the toothbrush under the water
9. Put the toothbrush in your mouth
10. Start brushing your teeth at the back to the front in circular motion
11. Brush your tongue
12. Rinse mouth out with water
13. Dry face off
14. Put the toothbrush back where it belongs

Make sure you encourage after each step is mastered so that the task is a great learning experience!

Cooking- use photos for each step

Cleaning ex. Use baking soda and track the vacuuming, use sticky notes to use as a guide for dusting and cleaning windows

Brushing Hair- practice on a doll

Walking with Stop/Hand Signs

Laundry- use photos

Grocery Shopping- cut items out of the newspaper

Pet Care

Dressing- use dolls to practise

Social Skill Development

Individuals providing respite care to children are always looking for teachable moments, searching for times when, play and creative fun can be turned in stepping stones for growth. The child's family will often provide their respite provider with thoughts about their dreams and wishes and ideas about the things they hope for their child to master and develop skills and abilities in. This information can serve as a valuable tool to the worker as he/she guides their child through activities during their respite time together.

Social skill development is an important element of community acceptance. The opportunities to build on social skills are numerous as the worker and the child venture out into the community. It can be the key to maintaining friendships. Respite providers can provide important guidance by modeling appropriate behaviour in different situations. Listed below are activities that help by enhancing growth and development of these skills:

1. Park
 - interaction with other children, for example taking turns
 - appropriate greeting exchange e.g. not hugging strangers
 - increasing communication skill through verbal exchange

2. Picnics/Mealtimes
 - building on table manners, using napkin etc.
 - waiting to be served
 - passing items to others at table

3. Library/ Ontario Early Years Centers and Parenting and Family Literacy Centres
 - interaction with peers/sharing toys
 - opportunity to participate in circle time/story time
 - develop respect for others property and rights
 - reading books/social stories based on that child's needs

All of these activities help children learn and build on their social skills. The respite provider has the opportunity to enrich the child's growth through exposure to social experiences, they may not otherwise experience. Together the child and respite provider can venture out into a world of new adventures. The goal of your time together should be so that the child/youth you are supporting is creating lasting relationships with others in a natural way- not just with people that are paid to support them.

USING THE SENSES

All people, no matter what age, have at least one of the five senses. It is important to know the person you are working with, their likes and dislikes, their strengths and weaknesses as well as their limitations.

SIGHT

BUBBLES
LITE BRITE
LAVA LAMPS
EGG TIMERS
BALLOONS
BALL PLAY
TOY CARS AND RAMPS
MIRROR PLAY
FLASHLIGHT TAG
KITES

THESE TOYS ARE USEFUL FOR PROMOTING VISUAL ATTENTION, SCANNING AND TRACKING

TOUCH

PAINTING
PAINT SIDEWALKS WITH WATER
WALKING BAREFOOT
SHAVING CREAM/FOAM SOAP/WHIPPING CREAM PAINT
SPAGHETTI SPLASH-LOOKING FOR OBJECTS IN COOKED SPAGHETTI
PETTING ZOOS
MUDPIES

SOMETIMES TEMPERATURE AND AMOUNTS OF WETNESS NEED TO BE ADJUSTED FOR THE CHILD

TASTE/FINE MOTOR

MILK PAINT
CEREAL NECKLACES
FRUIT JUICE PAINTING
MARSHMALLOW
LEARN TO SPREAD WITH FLATBREAD – USE TONGUE DEPRESSOR
MASHED POTATO CANDY DOUGH
PEANUT BUTTER PLAY DOUGH
FROSTING DOUGH
CINNAMON APPLESAUCE DOUGH

USE COOKIE CUTTERS

HEARING

MUSIC
TALK
WHISTLE
NATURE SOUNDS

ANYTHING GOING ON AROUND – PLANES, TRAINS AND AUTOMOBILES

SMELL

COOKING
BURNING- CAMPFIRES
FLORAL
ANIMALS

IN GENERAL, QUICK MOVING ACTIVITIES ARE AROUSING, SLOWER ARE MORE CALMING

Motor Development

Using fingers and hands will help to strengthen and develop muscles in the fingers and hands. As you are doing these activities, use words to verbally name the activity, the colour of the cube or the height of the tower etc.

Building towers – using 3-4 cubes, shoe boxes, large legos, large blocks

Cause and effect toys – pop ups, jack in the box

Pushing cars and wheeled toys along the floor

Play dough- rolling into balls, flattening, stringing it

Finger paint using dry tempera powder mixed with mild dish detergent

Water play, scooping into cups and pouring into smaller and larger cups or bowls

Blowing bubbles

Using peg boards – placing pegs into pegboard (naming colours and matching a pattern that you have done)

Colour inside of a pipe cleaner that has been glued to paper in certain shapes.

Stringing large to smaller beads – using pipe cleaners/string and spools or coloured beads, to using a lace and stringing to stringing beads for a bracelet or an ankle bracelet.

Stacking nesting cups

Using Mr. /Mrs. Potato Head – fitting in and naming the parts of the body and the clothes to fit

Using puzzles – those with the pegs to large pieces to smaller and more detailed puzzles

Using a form board and fitting shapes into it

Looking at books and turning the pages one at a time

Doll play- dressing the doll, brushing hair, feeding with a bottle

Painting, sidewalk chalk, colouring with large crayons to smaller crayons, magic markers and bingo dabbers

Crafts – cutting and pasting – using catalogues, magazines, craft paper, sticker art

Model cars- adding decals, model car painting, designing

Ball play- rolling balls, tossing and catching balls, dribbling them

Eating utensils – using spoon, fork, cutting with a knife

Dressing and undressing – zipping, buttoning, snapping, Velcro attachment

Cooking – stirring, mixing, setting table, folding towels

Computer activities – games/typing